THE JOURNAL OF EDUCATION

ORGAN OF THE WEST BENGAL COLLEGE & UNIVERSITY TEACHERS' ASSOCIATION

VOL. 4 *March—August : 1956-57* *No. 3 & 4*

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[1956-57]

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4. All matters for publication in the journal should be written on one side of the paper and be distinctly legible. Typewritten manuscripts are always preferable.

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Editorial

A socialist pattern of society, we are told, is fast unfolding itself. Justice, liberty and equality are elbowing their way in every nook and corner of our social life. Not only this. All this is happening, it is pointed out, without any shock of social jerk or social violence. The common people are asked to rejoice, for they can look for a new heaven and a new earth where justice abides : 'Rejoice, ye poor, ye sinners, ye despised, the new world is meant for you.' While it is difficult not to be fascinated by the lyrical music of such words as justice, liberty and equality, the more discerning amongst us may refuse to be swept off their feet by their sound and fury. They may, to the great discomfiture of our social leaders, press for the exact content of these beautiful categories in concrete terms. They may proceed to test the loud professions of our leaders in the context of hard facts of reality. When they do this they are greatly disillusioned. They find that the gap between professions and practice is enormous. We are planning for freedom, yet we have not learnt to value trained intelligence. If democracy is to survive the confusion of our times, the entire social fabric must be infused with spiritual resilience. If social cohesion is what we aim at, society must be lubricated by a central core of values conceived in kinship. Justice is nothing if it does not open up avenues of creative living to all. Liberty and equality are of little avail if the overwhelming mass of people cannot grow to the full stature of their personality for lack of actual opportunities. If we are not to delude ourselves we must not be halting in admitting that our social system stands condemned on more than one count. The main ethos of our society is still acquisitiveness.

Perhaps the most damning feature is the way in which we are handling the problem of education. Education is still a commodity sold and bought in the market and goes to those who can pay most for it rather than to those who are likely to profit most by it. There is hardly any logic in laying all the blame at the door of our colleges and universities. When all other sources of income are drying up they have no alternative but to fall back upon fee income in the hard struggle for existence. The situation is not only perplexing but is

ethically wrong and economically wasteful. Where is morality when hundreds of thousands of our bright young men and women grow into stunted beings not because they lack ability but because they lack means of access to educational opportunities? We have it on the authority of Dr. K. L. Srimali, Minister of Education and Scientific Research, that the total cost which a student for higher education has to meet for boarding, books, recreation, etc., is on the average Rs. 2,500 to Rs. 3000 per month. How many Indians, we ask, can afford this expenditure? In effect we maintain and perpetuate a system in which boys and girls of a certain social class pass automatically from the school to the university while the mass of talented boys and girls are denied the possibility of creative living.

What can be more outrageous and immoral than the morality of a social order which condemns its teeming millions to a life of frustration and crucifies humanity on the cross of gold? Nor can we ignore the wastage of human material. In planning for democracy we have to mobilise human resources just as we have to mobilise material resources of the community. We require a large number of scientists, technicians, industrialists, wise leaders and, above all, imaginative citizens. Strangely enough, while we are building up a new India we leave the vast reservoir of talent untapped. We shamelessly fling God's gifts in His face and criminally rob society by leaving uncultivated our potential human resources.

It must not be assumed that all this is not known to our leaders. Since Independence various committees and commissions have been appointed to diagnose the malady. They have expressed their expert opinions and have urged upon the Government to take necessary steps. Yet necessary reforms have failed to come though our leaders have not been sparing in loud professions and sermons. Either we do not mean what we say or we do not feel the urgency of the problem. We like to remind the powers that be that it is a dangerous luxury to play tricks with the people. Airy talks and unredeemed pledges are sooner or later bound to produce frustration and anger. And the frustration of cravings may prove as explosive as your atom bomb and splinter society in the same way.

In the whole scheme of things the most pitiable figure is the teacher. He is constantly reminded of the lofty mission of his profession. He is to educate the younger generation in the best tradition of our society. His is the responsibility of expanding the frontier of knowledge. His is

the task to see that boys and girls feel the throb of their developing personality. While we do not hesitate to impose all these responsibilities on the teacher we are slow to realise that we have to surround him with those physical media without which he cannot reasonably seek to fulfil his tasks. You cannot expect him to spout wisdom at his pupils when his empty stomach pinches. You cannot expect him to bring an untrammelled mind to bear upon his duties when he is harried by the brutish cares of his daily life. You cannot expect him to possess that vivacity of mind which is so necessary to stimulate the growing minds of the pupils when he is weighed down by the load of teaching that is thrust on him. If he approaches the authorities of the college for the betterment of his conditions, a 'deficit' budget will be thrown in his face. If he appproaches the mighty little lords who may happen to preside over the department of education of the Government he will perhaps be advised to practise Christian forbearance. If even after all this he is not weary of toil and presses for his legitimate demands and clamours for their fulfilment he will be dubbed undesirable and declared unfit for the noble profession of a teacher. We readily discover in him a dangerous politician. We easily attribute deterioration of the academic standards of colleges and universities to the teacher who makes bold to voice protest against the rot that has set in the existing system of education. When young minds are excited and inflamed by the strife and strain of our times we hold the teacher responsible and tell him that he has lost his hold on students, because he is not minding his 'legitimate business'. We do all we can to keep the teachers away from such problems as reorganisation of education, control of policy governing educational institutions, rearrangement of syllabuses, conditions of service of teachers ; for all these are, we are told, non-academic activities and are, therefore, responsible for the deterioration of the morals of the teachers. Even the general public have nothing but contempt for him though paradoxically they send their sons and daughters to them to be initiated into the mysteries of knowledge and wisdom.

Such is the crippling atmosphere in which the teacher has to work. We are struck by his patience to tolerate the intolerable and bear the unbearable. From morn till night he toils ceaselessly to eke out a miserable existence. He has neither security of tenure nor any prospect of promotion. The conditions of service, leave rules and Provident Fund rules are ill defined. In many cases there are none at all.

The Radhakrishnan Commission perhaps felt that the injustice and cruelty involved in the system were too gross and too obvious. They, therefore, suggested that conditions regarding hours of work, leave, Provident Fund, etc., should be definitely laid down. We fully subscribe to the view expressed by the Commission and demand immediate implementation of their recommendation in this regard. It is curious that our moral sense revolts from slavery but our conscience is hardly pricked when we condemn the teacher to wage-slavery. The situation has deteriorated so much as to reach the breaking point. Steps must immediately be taken to stop the rot. Rehabilitate the teacher if the university and colleges are to play their true role. Delay or tinkering with the problem will spell disaster. *(S. K. S.)*

NEWS & VIEWS

The Senate of the University of Bomby recently adopted a motion laying down minimum salary scales for teachers in Constituent Colleges in Arts, Science and Commerce. The scales are: Principals: Rs 600-25-800; Professors: Rs. 350-20-450-25-650; Lecturers: Rs. 250-15-400-20-500; Demonstrators and Tutors: Rs. 200-5-250-10-300 (permanent taking pre-Intermediate classes); Rs. 160-5-225 (of other categories); Directors of Physical Training: Rs. 200-5-250-10-300. For part-time teachers the scales would be half the scales for full-timers. This positive move of the Bombay University to improve the emoluments of teachers—the scales are somewhat higher than those suggested by the University Grants Commission to the Calcutta University—provides a sharp contrast to the behaviour of the latter; we mean the University of Calcutta, which has done nothing so far about this vital question. The new Senate would earn the goodwill of teachers if it takes up the issue in right earnest at the earliest opportunity. Will the teacher members fulfil their obligation to their electors by taking the initiative in the matter ?

* * * * *

The last election to the Senate of the University of Calcutta has brought to the fore the degradation among many of those aspiring to represent different academic interests in this highest seat of learning in the State. The tactics resorted to by a number of candidates are as nefarious as those adopted by professional politicians in political elections. Some cases relating to this election are now pending before law courts and, as such, cannot be commented upon. But, apart from these, malpractices were pretty common among the candidates, particularly those from the constituencies of Registered Graduates and Teachers of Affiliated Colleges. While money played a large part in the former constituency, fraud and chicanery was widespread in the latter. It is extremely painful that teachers did not hesitate to adopt such mean tactics as exchanging votes and then nullifying the votes of the other party in the deal behind his back by putting double cross marks against his name or in other ways. This is nothing but double-crossing in its literal sense. The University authorities should eliminate, as far as practicable, the scope for such reprehensible tactics by removing some of the obvious defects in the present procedure of elections. One of these is the postal ballot system and another is the practice of sending ballot papers of affiliated college teachers to the colleges instead of the residential addresses of the voters. The feasibility of replacing the postal ballot system by that of polling

booths should also be carefully examined. In any case, something should be done to stop the type of things witnessed in the last election.

* * * * *

The Government of Kerala has fixed the retiring age of all teachers in Government and private schools at fifty-five. This has been done in pursuance of the Government's acceptance of the principle of fixing identical conditions of service for teachers in all schools. The principle is undoubtedly commendable. In West Bengal too repeated demand has been made for abolishing the invidious distinction between teachers in Government and non-Government educational institutions. But, instead of taking any step in that direction, the authorities have established new categories of colleges with new conditions of service for teachers. The Kerala Government deserves praise for putting all teachers in the State on the same footing. But the age of retirement it has fixed is unreasonable. In intellectual professions like teaching fifty-five is to early for superannuation. The University of Calcutta has fixed it at sixty-two—and that is only rational. The mental alertness and physical fitness of teachers are not generally so impaired at fifty-five as to call for retirement. Rather, the ripeness of experience attained round about that age adds to their worth. Moreover, there is at present a noticeable dearth of efficient teachers all over the country and it is likely to be more acute if competent teachers are made to retire at fifty-five. The Kerala Government's decision on the superannuation age of school teachers in that State is not, therefore, justified on sober consideration.

* * * * *

The introduction of the three-year Degree Course in the Madras University has resulted in a remarkable fall in the number of admission-seekers in the colleges under it. This has been a cause for serious concern to the University authorities and the whole situation will be considered shortly in a meeting of the Vice-Chancellor and the Principals of colleges. This new development in Madras should serve to forewarn those who are bent upon introducing the three-year Degree Course in all the universities as expeditiously as they possibly can. Of course, the mere fact that the rush of students for collegiate education has declined in Madras does not automatically condemn the three-year Degree Course. From one point of view, it appears to be a healthy sign; but, from another, it may be indicative of a fresh problem. Whatever that may be, what has happened in Madras University should be a matter for thorough scrutiny, specially because the three-year Degree Course is almost certain to be imposed on all the universities in the near future.

(*M. B. M.*)

Union University Grants Commission and State University Grants Committee

Prof. NIRMAL C. BHATTACHARYYA, M.A., LL.B., M.L.C.

Like most things in modern India the idea of University Grants Commission originated with the British administrators. In 1945 the University Grants Committee came to be formed for the purpose of securing a speedy and equitable allocation of funds to the three Central Universities, viz. Aligarh, Banaras and Delhi according to their needs and future requirements. This Committee consisted of four members. Neither the chairman nor the members were full time employees of the Committee. Besides, the decisions of the Committee were mere recommendations to the Ministry of Education. In 1946 and again in 1947 the Committee was enlarged and empowered to deal with all the Indian Universities. The existing University Grants Commission in composition and functions is radically different from its predecessors. It is a child of the statute based on the recommendations of the University Commission appointed by the Government of India in 1948. Though the Report of the Commission was placed in the hands of the Education Minister early in 1950 the Ministry of Education could not, due to its pre-occupation with the reconstruction of primary and secondary education, present a Bill to the Parliament for the reorganisation of the University Grants Committee until 1955.

The University Grants Commission Act, under which the present Commission functions, has certainly brought into existence a more efficient body than the University Grants Committee that it has extinguished. The new Commission has also succeeded in gaining generally the confidence of the Universities and of the larger public interested in University education. But it is doubtful if the Act has been able to do justice to the affiliated colleges in the different States of India. It may be remembered that in this connection the West Bengal College and University Teachers' Association submitted a memorandum to the Ministry of Education when the University Grants Commission Bill was on the legislative anvil. Professor Hiren Mukerji, M. P., who happened

to be a member of the Select Committee to which the Bill was referred, represented the case of the affiliated Colleges in India with his usual ability. Though certain desirable amendments were admitted it has to be recognised that, by and large, the financial problems of affiliated Colleges were left practically where they were before the Act came to be placed on the statute book.

The creation of the University Grants Commission has gone a long way towards the solution of the problem of University finance in India. Under the able leadership of Dr. Chintaman Deshmukh the Commission has speedily developed equitable principles of allocation of funds to the different Universities. The Commission has sought to persuade the Union Ministry of Education to make available to the Commission larger annual grants commensurate with the growing needs of the Universities. With remarkable ability it has succeeded in holding the balance even as between the different Universities. The Commission has instituted a system of inspection and report which has enabled it to measure the need and academic efficiency of the Universities or departments thereof that happen to be applicants for or recepients of grants from the Commission. Moreover t e University Grants Commission has scrupulously respected, subject to its right of inspection and comment, the academic freedom and independence of the Universities. Finally, the Union Government by creating the institution of University Commission has relieved the Universities to a considerable extent of their financial worries to meet their expanding needs. The Universities, at any rate, may now look up to the Commission as a sympathetic guide and patron eager to help but not eager to control.

The affiliated colleges left in the lurch by the University Commission Act suffer from a number of disabilities which have hampered the progress of higher education in India. Yet it is undeniable that the character and standards of University training are determined in the last analysis by the nature of education that the students receive at the affiliated college level. The attempt to improve University education without a proper reconstruction of the affiliated colleges would appear to be no better than putting the cart before the horse. Meagre finances, deplorable dependence on fee income, mismanagement by governing bodies most of which are nests of vested interests, foolish and irritating rules laid down by State Governments as conditions of grants-in-aid, however meagre they may be, have combined to sap the efficiency of colleges. They have resulted in unconcionably long hours of work for teachers, poor scale of salary, indifferent quality of teachers, frequent increase of tuition fees, poor equipments and almost a total

absence of extra—curricular activities. Another serious problem is that of overcrowding caused by the paucity of number of institutions in relation to the existing demand for higher education. Most of the Indian Universities are at once teaching and affiliating ones. Each has a large number of colleges affiliated to it. These colleges comprise well nigh 95% of the students engaged in higher education. It would not, therefore, be an exaggeration to state that the problem of higher education in India is a problem of rehabilitation of the affiliated colleges.

How can this be done? I would suggest larger control of the colleges by the University and corresponding emancipation of these institutions from the choking domination of the Governing Bodies; and provision for larger Central and State grants and the distribution of such grants through the instrumentality of State University Grants Commitees. The present discussion will be confined to the specific problem of State University Grants Committee.

The decision of the Uuion Government to finance the Three-year Degree Course has been hailed as a welcome departure from the traditional policy of the centre to refrain from action as far as affiliated colleges are concerned. The new policy is the result of the increasing realisation on the part of the Ministry of Education that the character and tone of an affiliating and teaching University is principally set by the standards prevailing in the colleges. The centre is now prepared to inject into the system the finances that the colleges so badly need in order that they might be saved from the present conditions of hopeless prostration. Besides, the State governments will have to allocate in the future for collegiate education larger and larger sums in addition to their present expenditure. What should be the authority for the purpose of distributing the total amount of finance made available to the colleges for the development of collegiate education? Should this task of distribution be left to the State Ministries of Education? Or should there be an expert and indepednent body to do so?

The evils of distribution by the State Ministries of Education are obvious. If the function of distribution of funds available for collegiate education be entrusted to the Ministries it would undoubtedly mean bureaucratic control and spell unintelligent and unrealistic adherence to rigid routine, loss of academic freedom and inefficient handling of the highly specialised work of inspection and measurement of the academic need and capacities of the colleges.

The problem of the creation of a State University Grants Committee is not today a formidable one. The recommendations of the University Commission and the University Grants Commission Act, 1956, might serve as models of an act for the states. According to local needs some modifications may be easily introduced.

In this connection it would be useful to refer to the composition, powers and functions of the existing central University Grants Commission. The Commission is compased of nine members appointed by the Central Government. The members are chosen as follows : (a) Not more than 3 members from among the Vice-Chancellors of Universities ; (b) two members from among the officers of the Central Government to represent the Government ; (c) the remaining members from among persons who are educationists of repute or who have obtained high academic distinction. It is also provided that not less than one-half of the total number so chosen shall be from among persons who are not officers of the Central Government or of any State Government. The Indian University Commission Act provides for a non-official Chairman. The relevant section of the Statute lays down that the Central Government shall nominate a member of the Commission, not being an officer of the Central Government or of any State Government to be the Chairman of the University Grants Commission.

It is to be noted that though the Chairman of the Commission is a non-official the official element on the Commission is fairly strong. On the one hand it may be argued that the presence of a strong official bloc will make for administrative efficiency ; on the other, it may be pointed out that the official members of the Commission may utilise their position so as to establish governmental control over the deliberations of the Commission. The results of the working of the Commission, however, go to show that the Commission has discharged its duties with absolute impartiality without fear or favour. This is largely due to the able leadership of Dr. Chintamon Deshmukh, the Chairman of the Commission, a scholar and administrator noted for his moral elevation and for character. The fact is that the nature of the Commission depends on the leadership of the Chairman and fortunately for the Indian Universities the Commission has had the advantage of the services of a truly distinguished son of India.

The functions of the Grants Commission are defined in the Act in the full spirit of the Report of the University Commission. The Grants Commission are to take all steps, in consultation with the University and other bodies concerned, all such steps as it may think fit for the promotion and co-ordination of University education and for the

determination and maintenance of standards of teaching, examination and research. For the proper performance of the above aims and objects the Commission is to enquire into the financial needs of the Universities and allocate and disburse funds that may be placed at the disposal of the Commission by the Central Government. In the allocation of funds the Commission gives due consideration to the development of a University, the standards attained by it and the national purpose which it may serve.

In accordance with these principles the Commission may recommend to any University the measures necessary for improving University education or advise the Central or a State Government to allocate funds to a University. It may also advise any authority on the establishment of new Universities or on the expansion of any University. The University Grants Commission is also empowered to call for information from the Universities. In consultation with a University and with its consent it has the right of holding inspection of the standards of teaching, examination and research. The Commission may also withhold grants if its recommendations are not complied with by a University. Besides, the Commission collects information regarding University education from foreign countries and advise any University in India or the Central and State Governments on any reference made to it.

From an examination of the functions and powers of the University Grants Commission it would appear that it is clothed by the Act with extensive functions and sufficient powers to take all steps necessary for the development of University education in India. Secondly, the success and general approbation that the Commission has achieved may be attributed to its freedom and independence from governmental control and interference. Thirdly, the official elements on the Commission have not acted as agents of the government concerned. They have, on the whole, brought their experience to bear upon the duties assigned to them. But the presence of a strong bloc of government servants may under certain circumstances sap the real independence of the Commission. Fortunately the Government of India are eager to maintain the freedom of the Commission in order that it may devote itself unhindered to the development of the Universities in India. Most State Governments in India are not, unfortunately, free from a general desire to control any and every organisation that they are instrumental in setting up. Hence it would be disastrous for a State University Grauts Committee to have in its composition a strong official element. Fourthly, the Parliament was very strongly in favour of a non-official Chairman for the Central University Grants Commission. Following that precedent the

States would also be well-advised to appoint a non-official of distinction to be the Chairman of the State Grants Committee.

A large sum of money will be made available to the State Governments by the Government of India for the purpose of implementing the three-year degree course. Increasing funds will be allocated in the future by the State governments to Universities and Colleges. With the growth of population and of demand for higher education the States will have to add to the existing number of Universities. The Unit Minister has announced that in addition to the existing Uninersities there would be at least two more Universities in West Bengal in the near future. The problem of disbursing the funds to be expended for higher education which is already a complicated one will assume more formidable proportions. In the future State Education Departments will have to remain engrossed in the supervision and development of secondary and primary education. It cannot, therefore, be expected that the State Education Department will be able to attend to the needs of the progress of higher education. Besides, a State Department, it is recognised all over the world, is not the proper body to deal with the financial and other demands of University education. In this background the creation of State University Grants Commissions in the existing Indian provinces assumes an urgency which can by no means be set aside. It may be hoped that the Government of West Bengal will take necessary steps in the matter and West Bengal University Grants Committee will be an accomplished fact in the near future.

Structural Changes in Human Society

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Sociability is limited neither to human beings nor to animals. Even plants show a distinct tendency to co-operate and to form associations. And this is not unnatural ; for sociability is an expression of the organic urge of co-ordination. Plants also form various kinds of social groups, settlements, associations and communities. Moreover, the degree of gregariousness of many species of plants is influenced by various factors. Alechin has definitely shown that the development of the degree of sociability is of great service to plants competing with other species.[1] Sherff has pointed out that in certain swamp communities the subterranean stems of plants lie at different depths so that their underground organs may not have to compete with those of other species.[2] There are reasons to believe that in woodlands, plants and trees usually co-operate with different species as far as the activities of their roots are concerned and in many cases meshes are actually formed with the roots of various species. These plants and trees, thus, seem to eke out a condition for co-existence even in subterranean regions. Countless forms of symbiotic living are known to exist in the plant kingdom. There are regions in the world where lichens are the only type of Vegetation And lychens are not individual plants ; they are produced by the intimate union of algae and fungi of certain kinds living together in wonderful cooperation.[3]

Organisms tend to form aggregations just as cells tend to combine to form bodies. Herbert Spencer was so much impressed to notice this parallelism that he considered it no exaggeration to call a society an organism. But how can a society be an organism when its component parts are separated physically from one another ? In an organism individual cells are held together by physical linkings ; but in a society individuals are bound together by bonds that are mental. An organism is a product of physical coordinations while a society is an outcome of

(1) Vide Plant Sociology—J. Brown—Blanquet (Translated by G. D. Fuller and H. S. Conard)—P. 37

(2) Ibid. P. 42

(3) Science of Life—H. G. Wells, Julian Huxley, G. P. Wells—Pages 176-178

mental coordinations. But the force of these two types of coordinations springs from the same basic urge of life. An organism and a society are, then, similar ; they are dissimilar also. And judging from the point of view of the spirit of cooperation and interdependence that develops amongst different units, after the consolidation, it is not unreasonable to claim that a society is as good as an organism from the point of view of its functional activities ; like an organism a society grows, develops and tends to die a natural death. A society is an organism of ideas. Ideas are the realities that nourish human society and help it to grow in its elaboration. Also, in certain respects a society is like a species, rather than like an organism. A species is destined to die out or to pass on to some other new species and gain a fresh span of life to live. Just as the process of biological evolution saves a species from extinction so the process of social evolution by prolonging the continuity of a society saves it from stagnation and ultimate dissolution.

Giddings[4] suggests that individuals group together effectively due to the development of an entity which he calls "Consciousness of kind." It speaks of the state of the mind developed in a social group. The formation of this psychic condition is either originated or accelerated by the spirit of sympathy or love. Hall[5] insists that love is the originator of social groups. Perhaps all these subjective factors—consciousness, sympathy and love—indicate the transitional stages of those social entities which we call social bonds. These subjective factors are, furthermore, strengthened by the objective advantages which members gain by living and working together. Even birds and animals derive material advantages from social living. Rooks depend upon social advantages immensely ; they post guards for watching the advent of enemies, send parties in search of common food and even attack intruders jointly. The system of using sentries for guarding the common interest, indicates an advanced standard of social organization. There are some antelopes that place sentries in suitable places from which they can observe the approach of enemies in time for reminding their groups ; during the period of their duty these sentries remain so much alert that they do not lie down at all.[6] Whatever may be the factors which appear subsequently to hold social groups together, the urge which starts the formation of groups is the force of coordination present in individuals.

Although sociability is an individual trait which draws its inspiration from the urge of coordination of life, it depends upon various

(4) Principles of Sociology—F. H. Giddings, P. 17

(5) Salvaging civilization—G. S. Hall ; —Century. Oct. 1922, Pages 839-840

(6) Vide Animals and Men—D. Katz, P. 144

outer factors for its development. Living in close proximity seems to be a vital factor for the formation of social groups in plants, animals and primitive men but it is not indispensable for advanced people who have developed a skill in the art of communication. Animals also communicate but their methods of communication are clumsy and not expressive. The inclination to communicate is not due to imitation. Basically it is inherited but it derives its expressiveness of forms and patterns through imitation. The concept that the tendency to communicate is hereditary has recently gained support from the experimental data of Schjelderup—Ebbes. His experiments with hens point out that they get this tendency through heredity.[7] Again, man's superiority over other animals is due to his brain, his society and his language; but all these are the external signs of a particular kind of internal superiority.[8]

The perfection of the methods of communication in advanced societies has practically deleted all limitations of time and space. Direct contacts were formerly necessary for the formation of the human group-mind; the group-mind was formed in primitive societies, only under certain circumstances and specially when individuals were near at hand to be influenced by a particular kind of emotion. More often than not it was an individual who coming in close contact with individuals effected the formation of this mind by inducing a type of dynamic feeling. Pluralistic behaviour is not uncommon even in the animal world. But in the world of human beings, thanks to the perfection of the technique of communication, influences may radiate to form special groups with individuals living in other countries and in other ages. John Dewey expounded his educational doctrines in America but people in China chanced to get his influence through his writings and as such we have today a large number of followers of Dewey in that country. The Great Buddha lived more than 2500 years ago but as his gospels have been made to live in records we can today find his adherents in various parts of the world. Emmanuel Kant's deep philosophical concepts have attracted the notice of all thinkers of all countries and as such there is hardly any advanced country where his followers are totally absent. In each of these cases we find the formation of a special kind of group mind without the necessity of direct contacts. John Dewey, Gautam Buddha and Emmanuel Kant were leaders who formed group-minds with the aid of their dynamic influences. Ordinarily a leader is necessary for the generation of the group-mind; but a leader

(7) Ibid. P. 147
(8) Creative Evolution—H. Bergson, P. 279

is not always indispensable. An idea, an ideal, a concept or a doctrine may also serve the purpose of a leader.

There is a great of difference between the group-mind and the social mind or the collective mind. The social mind is a permanent entity ; and moreover, its workings are unconscious. The workings of the group-mind are generally on the conscious level of our minds. It is not necessary to delineate the nature of the social mind which is a veritable storehouse of our countless ideas and concepts. But the group-mind is not an insignificant phenomenon ; the basic urge of coordination is responsible for its formation and its manifestations. We, as individuals, are members of various kinds of group-minds. Let us take up the example of an individual who works as a teacher in an educational institution and who lives with his family in a town. He is naturally a member of many groups. In his political leanings he perhaps, belongs to a party. If he is an athlete he then belongs to another group. As a teacher he belongs to still another group where most of the members are teachers like him. And likewise he is a member of his own family group where his wife and his children are the members. He is, moreover, a member of many other suchlike groups. There are group-minds in all these groups and he is, therefore, a component mind in each of these. Thus the individual is under the influence of different group-minds when he is in these different spheres. The formation of the group-mind is a commonplace affair in society. Only, it may not be conspicuous. In social groups individuals are like the coloured chips of glass of a Kaleidoscope, which arrange themselves in different patterns when the instrument is rotated.

The difference, in material equipments, between an advanced and a primitive socoity is considerable ; but it is not much compared to the difference in the mental contents of people belonging to these two forms of societies. The subjective world that is created by advanced people is unique ; it is this subjective aspect of their culture that gives them power and supremacy. It is possible to teach a primitive tribe to learn to use all material objects within a short time but it is a strenuous task which takes ages, to equip primitive minds with the general mental contents of advanced people. The subject which has developed the technique of enriching human minds with the knowledge suitable for our civilization is known as Education. It serves its purpose in two different ways. First, it fills the mind of the educand with the useful knowledge that has been fruitfully acquired and stored up in the past in an advanced society. And secondly, it proposes to build up such an attitude in the mind of the educand as will continue to absorb new

knowledge from human experiences. Education thus, is a dynamic coordinating agent.

The development of language has helped man to become highly efficient in educational activities. Language as a coordinating agent has become effective because of the appearance of symbols in it. Symbols which are formed by the coordinations of ideas, notions and the like remind us of many things with their signs. Are not our words crystallized ideas in which are encysted concepts and thoughts ? And are not words like bricks with which we construct the edifice of our language which, again, goes to build up cities and empires of thoughts ? As a class symbols are not altogether artificial ; they are natural in human minds. They appear naturally in primitive thoughts and in dreams of man. Human language is a play of symbols. In primitive language an object and its name which is a symbol, are so closely associated that one means also the other(9). Even advanced people cannot consciously realize an object properly, without a name. when confronted with it. If I come across an engine, I can realize what it is, quickly and adequately, only with the word "engine" appearing in my mind simultaneously with my seeing it. Some symbols which we commonly use are so much our own that without them we cannot form right notions regarding even material objects. And our language is so much associated with symbols that without them it is not possible for us to utilize it properly. Human thinking processes have grown wonderfully subtle and marvellously quick only because man has taken to the art of using symbols in his language. If by some miracle man suddenly forgets to use symbols in his language he will at once come down to the level of extremely primitive man who uses only a counted number of words and jargons. He will, then, be unable to control and utilize his social heritage, much more to pick up new knowledge with the aid of positive thinking. He will be as good as an animal, bereft of most of the traits that are human.

Symbols play a distinct role in human relations. Our rituals and ceremonies represent ideas and ideals in symbols, while our Art and Music are symbolical presentations for evoking emotions and feelings. We have devised a shorthand for writing quickly ; but our language is an ingenuous "shorthand" of our ideas and thoughts. We are all conditioned to these artificial symbols. Of course there are many symbols which appear naturally to all human beings belonging to different parts of the world ; these symbols indicate the same things to all people. There are both natural and artificial symbols which

(9) Aspects of Thinking—H. Levy.

we use automatically without waiting to bring everything in detail in our minds. We touch the fringe of the body of the total ideas associated with a particular word and proceed on to another word for continuing with a thinking process.

Interest is a great force at work in human life ; it is the prime-mover of multifarious activities in the social as well as the individual life of man. Though in fact, a mental phenomenon it has always, by changing the nature of human activities, modified the attitude of man in his social life. As interest generates dynamic energies for activities of various kinds it must be considered responsible for all forms of changes that we find in man and his society. A social group that is vitally interested in fate and mysticism will be entirely different from a group that takes interest in scientific ways of life. An individual, similarly, taking interest in life after death will develop characteristics, that will never be found in an individual who is interested inhard facts of life. Primitive people take interest in keepiing things as they are and advanced people in changing them to better advantages. And that is the reason why the characters of these two groups of people are different.

Man has been able to make progress in his social life because iuterest for different objects appeared in his social life at different stages. And this is natural ; for man has always shaped his life according to his ideals. But ideals are goals towards which human interests are generally directed. All ideals are created under the pressure of human interests. Head-hunters are interested in killing men from other groups and their ideal is to be able to kill as many men as possible. In their society an individual who can prove, by the possession of many human skulls, that he has actually slain many human beings is loved and respected by all. But in an advanced society the ideal seems to be humanism and internationalism. So it is not difficult to understand why head-hunters and civilized people are widely different in their lives and activities. Human ideals have changed because of the changes of human interests. Let us take up another example for comprehending the moulding influences of interest upon man. Suppose there is an individual who is in business and who is grossly interested in it. Naturally all his activities, both mental and physical, centre round his profession ; as a result he is sure to develop a particular type of individuality with a peculiar frame of the attitude of life. Now suppose through circumstances he is led, subsequently, to take keen interest in teaching by becoming a teacher. As a teacher he is now in a different sphere of life ; new thoughts and activities that are adequate to his new

vocation begin to reshape his life. He becomes entirely differnt in the long run. And what is true in case of an individual is also true in the case of social groups. The role of interest is highly significant in social life. Man could become civilized only with the change of his interests. In every field of human thought and endeavour man has been able to bring in his advancement through changes of his interests. As long as man was interested in conservatism in his primitive days he was stationary but when he began to take interest in other things he made a move along his path of progress.

An interest ordinarily signifies a tendency to secure satisfaction by working for certain realities. But functionally it seeks to change the nature of human relation with objects, ideas and concepts. An interest may have both objective and subjective phases ; and it may appear also in hnman thoughts, feelings and actions. The coordinating urge of life seems to devise this active principle in the mind of man for establishing a vast variety of relations. An interest, once agarin, prepares in an extremely subtle way, a sort of predisposition for building up coordinations in life. And as man becomes social only by forming certain forms of coordinations it can be asserted that the tendency to develop his sociability springs from the inmost depth of his life.(10)

The idea that the nature of our interests determines our nature and character has already been brought into bold relief. It is true that by changing our interests we can effect changes in our own selves. And the surest way of changing our tastes is by changing the nature of our interests. This particular idea has already been accepted as a fundamental principle in the field of Education but the application of the concept is not yet complete. Only in certain phases of Education, lessons are consciously and deliberately made interesting to educands so that they are attracted to courses of studies. But our discussion of the theory of interest should make it infinitely clear that the principle of interest should have a wider and more basic application in the field of Education. If our lives are shaped by the objects, ideas and ideals which appeal to us, we can naturally make such arrangements in the field of Education as will virtually change our nature and general pattern of life. If through suitable contrivances educands are made to take interest in the development of these traits of life, which are worthy from the point of view of human culture and necessary from the point

(10) It is interesting to note that Frederick Tonnies in his dichotomy with the concepts of Wesenwillen and Kurwillen considers basic life, forces and tendencies rooted in man's nature responsible for the development of his sociability. (Ref : "The Sociology of Frederick Tonnies"

—Louis Wirth :

American Journal of Sociology, of Nov, 1926

view of modern living, naturally these interests go a long way in moulding human lives properly. The creation of right interests for right objects in the field of human thought, feeling and action should be the chief concern of Education. Education should cease to be the process of instilling into the minds of educands only bodies of knowledge from various subjects. It is not that a store of knowledge is always useless ; it may even be indispensable under certain conditions. For making it useful for life every bit of knowledge must be properly coordinated with the knowledge that has already been coordinated in the mind of the educand. Only thus, can knowledge become a part of the life of the educand. Knowledge becomes power only when it is made a part of our lives.

The method of acquiring informational matters and the process of developing the power of utilizing knowledge are vitally important from the point of view of education. But the mere storing up of a huge pile of information is no Education at all ; it may be spectacular but it does not proceed to develop the individual self of man. Information or no information is not the concern of Education; what concerns it is the proper development of man.

The creation of right interests with a view to securing an all-round development of man so that the right patterns of thoughts, feelings and actions may appear in response to various experiences of life, should be the chief aim of Education. Education thus conceived and interests thus interpreted can place man on the path of his development of individuality. The supreme aim of life and the final aim of Education are identical, for life is Education and Education is life.

Again, interests motivate activities which leave their residues as experiences in life. The development of experiences takes place by the coordination of new experiences with old ones ; and knowledge which grows out of these experiences lives in our lives. Interests always work through activities. When an activity proceeds directly in connection with an interest it becomes play. That is why play is the most natural process for effecting new coordinations ; and that is why play is the most effective method for the development of knowledge.

If life is interesting interests must be made its ideal. And as an ideal is not merely an ideal, but a necessity in our lives, Educationists who are veritable architects of human lives should take pains to develop the spirit of interest in such objects and concepts as are fit for becoming ideals of man. But we must always remember that if interests, when properly chosen, can be the source of all human security, serenity and peace, they may also be, when carelessly selected, the source of all worry, conflict and war in human societies.

Maladies and Remedies in College Education

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It has been the fashion of the day to hold students responsible for all acts of indiscipline. This is now my conviction that the students are not primarily responsible. Practically all students in the lower forms of the college are in their adolescence, and hence, they suffer from the psychological reaction. The defective training they receive there mainly accounts for the unrest. In addition to the dearth of suitable avenues of recreation like the common room, the library, the debating society, the playground, and so forth, which can canalize their pent-up feelings, and which are absent or quite inadequate for the purpose, the present education system is also partly responsible. We are imparting the western education, but we are unable to give effect to its bright aspect which is quite indispensable. I dwell upon here the defects which have not been fully brought to light.

The college teacher, in the present set-up, has no control over the promotion of students. The college is concerned in its financial interest first, then efficiency and academic well-being. The class is unusually large and unwieldy, the teacher's patience is overtaxed, his energy exhausted, and there is very little scope of personal contact between the teacher and the taught. In the U. S. A., which is known for its mass-scale education, the strength of the class seldom exceeds 125 ; if it exceeds the teacher is provided with an amplifier.

In a large number of colleges, the students are almost sure to be allowed to sit for the final examination provided their dues are paid in full. There is quite inadequate arrangement for tutorial classes ; there are no regulations prescribing the minimum number of tutorial classes to be attended by the students. Moreover, tutorial classes in many places, mean a modified form of class lectures ; there is very little provision for written work. If it is written work, it is sparingly done, and it is mostly home work done usually by copying from help books. Departments in colleges are understaffed. The usual rule is to run a Depart-

ment (in a college where the number of students varies between five hundred and one thousand) including the Honours Class, with two teachers. The authorities deliberately delay the appointment of teachers for the sake of economy although they have the necessary fund. Consequently, the academic interest of the students suffers. Few colleges have adequate number of teachers for the purpose of regularly going through the written work of the students. As the students now-a-days do not get good education in primary and secondary schools, they are deficient in putting down their expressions, reflected in answer papers. Dereliction of duty is also quite prevalent among teachers who are now mostly "war quality" products of Indian universities. Brilliant products find jobs elsewhere. The Students suffer from dearth of text books which most of the students are unable to procure. They rely on the cheap help books in order to pass the examination, while this dependence is quite unknown to other countries. This is not the end of the story.

In order to boost up the percentage of success, in some examination centres outside the metropolitan cities, the gentlemen concerned arrange seats in such a way that examinees are encouraged to copy each other, for, the two benches are sandwitched together. The usual plea is dearth of space. The compact row of benches leaves no room for the free movement of the invigilator between two benches, and also, it enables an examinee to place his back on the writing desk (high bench) of another examinee sitting just behind the former. The latter, in most cases, then recklessly copies. Talking among examinees is quite common. The invigilator is generally kind-hearted, or, forced to be kind-hearted. Though a college teacher, his salary is not respectable enough to command respect from students. That the percentage of success is not astounding is due to the fact that the majority of college students passed the School Final (Matriculation) Examination in the Third Division, and they find a ready welcome in private colleges dependent on fee income. If there is any conscientious invigilator (teacher), either he must share the prevailing view on ethics and morality, or, he must be prepared to leave the institution ; for he does not get the remedy against insults, even from the highest quarters.

When the students observe lapses in the college and the examination hall, naturally they do not feel encourged to adhere to canons of decorum which prevailed in our good old days. They realize that the old conception of ethics and morality does not enable them to pass the examination, and therefore, there is very little chance to eke out a living. For, their summum bonum of life is to get a job, anyhow, in this cruel

and realistic world. The general moral degradation set in during World War II is now primarily responsible for most of the evils we witness in the present society.

I have presented a general picture. To offset the evils, I propose the following measures. There should be a scale of pay for college teachers recognized by the government which must undertake to meet the deficit and make regular payment. The class or section should be limited to 80 students who all passed in the Third Division. One Tutor in every subject, in addition to the required number of teachers, should be appointed for every one hundred students who would meet him at the appointed time in his residence for receiving guidance and correcting the written work. The Tutor, considering the local circumstances, may be permitted to discharge his duty during the long vacations while he may get compensation during the academic year. The students who fail to do at least seventy percent of their tutorial excercises must not be permitted to sit for the final examination. The poor standard of secondary education in secondary schools accounts for the poor quality of their products who avail themselves of the unrestricted admission. There is entrance examination in American colleges in order to eliminate the unfit so that the academic standard is maintained in the respective spheres. This system is quite absent in our colleges which open their door for all in order to meet their financial exigencies without appreciably raising the rate of fees.

The appointment of the Tutor is an imperative necessity. This system is quite in vogue in Oxford and Cambridge. The added reason for its introduction in our country is that unlike students of other countries, the majority of our students try to blindly quote the required answer from help books, but having little regard to its context. The result is that they often show very poor knowledge in the subject even if they pass the examination. Hence, our colleges absolutely need the services of Tutors. Just the lecture method, in the Intermediate and Degree Classes, under the present circumstances, is quite inadequate.

In rendering financial assistance to the colleges, the government should first insist on having students' fundamental "Charter of Rights" like the reading room, the library, and adequate stock of books there, the play ground, the cheap cafeteria, and so forth, fulfilled. Other remedies should also follow. Where text books cannot be provided, the college may arrange to cyclostyle the selected portions of reference books and text books for the purpose of free distribution. Apart from the non-recurring costs of a Duplicating Machine and two sets of text books and

reference books, the monthly recurring cost may not exceed Rs. 100/-, or, Rs. 125/- as the salary of the typist cum machine man and price of paper. Free distribution of cyclostyled papers with quotations from reference books has already found a place in American college education.

In order to give the students reasonable amenities and facilities, enhanced fees commensurate with the income of the guardians compared with the pre-war days, may be introduced in colleges However, with the aid from the government, the additional fees may, in deserving cases, be treated as loans which the students must pay in after-life at six percent interest. In the U.S.A., ninety-nine percent of such loans are recovered. To give encouragement to meritorious and deserving students, the additional fees may, however, be remitted if they pass the Intermediate Examination in the First Division, and the B.A. with distinction or Second Class Honours. We must consider what is feasible. If the government is to meet all expenses, there will be more and more inflation landing the public in more and more economic crises.

The government may also assure the colleges with 800 or more students on the role that if they are strict in allowing students to sit for the final examination, it undertakes to meet the deficit of the college as a result thereof.

Moreover, in following the American system of examination, our universities should modify their system. The students may be permitted to appear at the individual subjects or papers, not being compelled to appear in all the papers at a time. The diploma may be granted after they individually pass in all the subjects or papers. To give effect to this proposal, the expansion of the office of the Controller of Examination will be necessary. We should teach our students to cultivate responsibility and self-reliance. The American and German education systems are models in this respect. As to the question of management, it should be left to the teachers themselves and the representatives of the university ; outsiders should scrupulously excluded, specially, not highly educated members of the business community. Selections of teachers should be left to the Principal and Heads of Departments concerned. Both the university and the government should encourage the setting up of an academic council in every college with a greater amount of autonomy. The powers and functions of the Principal should be restricted, defined, and divided among the members of the staff, as prevailing in other civilized countries. New posts, like the post of the Burser may be created for convenience's sake. Many a good and efficient Principal cannot maintain reputation because of difficulties

arising out of financial transactions and new problems. In future, his chief duty will be to co-ordinate different branches of the college and to represent it before the government and the university. Under the present set-up, the Principal tends to be either autocrat, or, inefficient due to the growing complexities of the society which is changing its pattern from day to day. The British Government gave our Principals despotic powers in tune with the spirit of the administration. Our teachers will be responsible faculty members when responsibility will devolve on them. A Proctor or Instructor will keep watch on a group of twenty students as regards their academic and non-academic well-being. Every teacher will serve as a Proctor or Instructor, who, in consultation with the teachers of other subjects, be the final authority to recommend anything for each of the students of his group. The Government must put a stop to the mushroom growth of new colleges which usually turn to be the hotbed of corruption and inefficiency. It should first take care of the existing overcrowded colleges by enforcing the essential features of good education.

In our country, there is no society occasion for a free contact between the teachers and the guardians for the benefit of the students. In the U. S. A., there are occasions like "Father's Day" and "Mother's Day", which serve the purpose. We can also introduce "Guardian's Day" and "Ward's Day" when both the guardians and the teachers may meet and discuss, inter alia, the problems concerning the students.

In addition to the academic subjects, there must be provision for teaching vocational subjects like carpentry, tailoring, smithy, and so forth, at least in the Intermediate Class, and any vocational subject may replace an existing optional subject. If the student does not find a clerical job after finishing the college education, he will be in a position to utilise his knowledge in vocational education for the purpose of eking out an existence. Moreover, if there is good arrangement for undergoing thorough and efficient training in any vocational subject, then it is always welcome. The college may also impart education (theoretical papers) in Nursing and Education (for primary and secondary schools) which the girl students will readily take, for, they are temperamentally suited for such jobs. The two subjects will partially solve the growing unemployment problems among girls. The state government, with a view to popularising all the new subjects, may undertake to meet the entire cost at five selected colleges for four years only after which the evaluation will decide whether to continue it or not.

In the college cafetaria and campus, the students should be encouraged to take to manual job at a higher rate of pay in the initial stage. They should learn to appreciate the dignity of labour as prevailing in U. K., U. S. A., U. S. S. R., France, Germany, Japan and other civilized countries. Unless we appreciate the dignity of labour and shun casteism in practice, we can never hope to improve our lot and national character. The example of the illustrious negroe Booker T. Washington may serve as a guiding beacon in our aim. In the ultimate benefit of refugee students, the government should bear the entire cost of providing light manual job in the college campus for a limited period, say, five years. Once caste prejudice is gone, it will pave the way for a true socialist state.

The immediate problem is dearth of qualified teachers. Instead of meeting additional expenses immediately, the government may, if it so choose, lend the services of Lecturers in its employ for a limited period in order to watch the improvement provided they correct the written work of the students.

The attention of both the public and the government has recently been focussed on the problem of industrialization ; education has been relegated to the secondary position. Every manner of progress depends on the method and type of education. Every educated Indian will agree that our education system is in a chaotic condition. Without reorganizing and improving it, if we try to push along the path of advancement, it will be just like putting the cart before the horse.

Organization of Camps

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I. Preparation :

(a) History of Camping (b) Season (c) Preliminaries (d) Site Selection (e) Sanitation

II. Organization :

(a) Composition (b) Accommodation (c) Groups and Duties

III. Management :

(a) Officers (b) Daily Registers and Records (c) Discipline

IV. Entertainments :

(a) Games and Recreations (b) Camp Fire (c) Hiking

V. Closing :

(a) Duties before departure (b) Tests

VI. Utility :

(a) Relaxation (b) Discipline (c) Co-operation and Responsibility
(d) Personal contact and Community life

I (A)

Camping is as old as man, though the modern world, especially America, has evolved a new art for it.

The motives behind have been (1) to live for a while in close contact with Nature, and (2) to share community life with fellow beings.

In its later stages camping has developed other ideals, namely, (1) Recreation, (2) Character education for the individual for living an effective life in the community, and (3) Realisation of social responsibility.

I (B) : Season

Autumn, after rains, is the most suitable season. In ancient times hunting expeditions and conquests were undertaken, and in modern times

military operations start in autumn. In Bengal there is a month's academic vacation in this season. But students do not like to go out during Durga Puja, the greatest annual festival in this part of India.

Spring is the season of examinations, and therefore ruled out.

In winter we get 10 days' holidays during Christmas and New Year. A short-term camp is quite suitable then.

For Labour Service Camps we have to fall back upon the long Summer Vacation. The greatest handicaps for summer camps in rural Bengal are (1) scarcity of water supply, tanks having dried up and tube-wells being very few ; and (2) incidence of physical ailments like sun-strokes, diarrhoea, and eruption of heat boils, against which precautions have to be taken. The cooler hours of morning and evening are to be utilized for physical exercise and manual labour, with a period of rest at noon.

I (C) (D) : Site & Preliminaries

The camp site should be selected in a village preferably near, 10 to 30 miles from, the town from which the students proceed. But other facilities like supply of water and food, accommodation, local co-operation, being more conveniently available, distance should not deter the selection. A little change in the nature of the soil, climate, and *natural surroundings* may be refreshing.

The village should not be very small ; its economy must not be upset by the camp : the camp should not depend for food on local resources, unless there is surplus in the locality.

Iu respect of food, water, and sanitation there should not be undue hardship for the campers : this may damp enthusiasm. If social service be in view, the camp's activities should be concentrated on a small area, say, 1 or 2 square miles.

It is desirable to have every one of the campers revaccinated and innoculated with TABC.

Arrangement should be made for taking photographs of the camp and its activities, of the village before and after the visit. A few pictures are more convincing than a long report.

An advance party should be sent to make sanitary arrangements and to receive the full contingent on arrival. A small meal served within a short time of arrival will be much appreciated.

Accommodation is to be made in a School building, wherever available. Tents are not suitable for inexperienced students. If tents are usued, the plot should be high, dry stoping, preferably shady : sufficient

clear space is to be left : the site should be neither in the heart of nor too far from the village. Space required per head is 40 sq. ft. in winter and 60 in summer.

The chief organizer should inspect the site at least a fortnight before, and contact educational institutions (Headmaster), local authorities (SDO, Thana officer, Union Board Chairman), and welfare Societies, Clubs, etc. and seek their co-operation.

He should also draw up a tentative programme of work to be undertaken : not too ambitious so as to be completed within the period and by the available man power. Some of the regular features are Physical Training and Games, Lectures and Discussions, Labour Service like road repair and construction, renovation of tanks, gardening, clearing jungles ; other forms of social service like Adult Literacy drive, lectures on and Demonstrations in First Aid and rural hygiene and agronomy.

1 (E) SANITATION

(i) Water (ii) Kitchen : bed (iii) Latrine : refuse (iv) Preventive measures, (v) Summer precautions.

(i) WATER

For drinking and cooking tube-well water is safest. Care should be taken to avoid inconvenience to the villagers in using the tube-well.

If no tube-well be available, tank water is to be used after proper Chlorination. One in millionth part with at least half an hour's contact will destroy all bacteria. This rough method may be adopted : A level tea spoonful of chloride of lime is to be made into a smooth paste with water ; to be diluted with 4 tea cupfuls of water, and kept in a tightly corked bottle. Half a tea spoonful of this stock solution in a gallon of water, which should be allowed to stand for 15 mins., will purify the water.

For bathing purpose a nearby tank will do. It should be cleaned. An area should be demarcated beyond which campers must not proceed, even if good swimmers.

Arrangements for washing clothes should be made on the bank, and a temporary drain constructed to take the wash water to a soakage pit.

(ii) KITCHEN : BED

Kitchen should be separate from the main camp. Dining hall and surroundings should be kept scrupulously clean. Plenty of disinfectant is to be used.

Sullage water from kitchen should be discharged into a soak-pit, after removal of suspended matter.

Utensils are to be thoroughly cleansed with mud and soda, and washed with Potassium Permanganate water, just pink.

The cook should handle food with spoons during distribution. On no account should the hand and fingers be used.

The sleeping rooms and the compound should be cleaned daily. In winter beddings should be sunned regularly.

(Mixed Lodging)

(iii) LATRINE ; REFUSE

For short camps (10 to 15 days) shallow trench latrines are quite servicable. A row of trenches, each removed from the next by 5″, arranged in parallel, each 3″ long 1′ wide and 2′ deep, should be dug out. 1 for 20 users will do. The sod removed in digging should be neatly piled on the head end. After use, the excreta should be carefully covered with loose earth.

For long-term (3 to 4 weeks) camps dug-well latrines should be made : 1 for every 7 heads : at least 50 years North or West from the main camp (in West Bengal) so that the prevailing South or East wind may not bring the stench into the camp.

Urinals may be located nearer, say 25 yards away from the camp : 1 for 15 persons. Sand and gravel is to be used in the soak pit.

All dry refuse—food waste, dust, leaves—should be frequently removed, to avoid putrefaction and offensive smell. Two practical ways of disposal of garbage are (1) Burning it in the refuse pit, and (2) Burning it away from the camp.

Plenty of lime and bleaching powder should be used in the latrine, urinal, refuse and soakage pits.

(IV) PREVENTIVE MEASURES

Every camper must swallow with water a Paludrine tablet on the 1st and every 7th day, and should be provided with a mosquito net.

The camp should have a stock of DDT, as the most effective insecticide used as a powder mixed with a diluent or as a solution in oil, available in the market.

(V) SUMMER PRECAUTION

Hard labour is not to exceed 3 hours per day and is to be completed by 10 A.M.

Some form of head gear to ward off heat should be used.

A period of rest is necessary after work, before bathing.

Plenty of liquids—lassi, green cocoanut water—should be provided to make up loss of water and salt through hard labour. The diet is to be nutritious : fruits and curd are to feature regularly in the daily menu : Should avoid a large quantity of animal protein such as eggs, fish, meat.

Campers should protect themselves against snake and insect bites. They must not move after dark without a torch. Carbolic acid is to be sprinkled. In case of snake bite, a firm restricting bandage above the wound, and lexin should be applied. In case of scorpion bite rubbing a half-cut onion relieves pain quickly. Ammonia is a good remedy for insect bites.

The strength of the camp, whether for outing or for training or for service, should not be less than 25 and in no case exceed 50, including officers, lecturers, and instructors.

With untrained students it is desirable to include a few NCC Cadets or Scouts having experience of Camp life, and also one or two holding First Aid certificate. Entertainment being of utmost importance to campers as well as to villagers, there should be a number of artists with their musical instruments.

Students should be organized well in advance of the vacation, and their permanent residential addresses taken, before the classes are suspended for the vacation.

Individual campers should take full stock of their special necessaries, like cigarettes, for the whole period. But luxuries should be avoided scrupulously, in order not to appear incongruous among villagers having not even sufficient clothings on their body.

Experience shows that a composite camp, consisting of teachers and students from different institutions—arts, science, medical, technological— may work satisfactorily in harmony.

(B) ACCOMMODATION

The advance party should prepare a chart for accommodation of campers in rooms, halls, huts or tents. On arrival of the full contingent the chart is to be checked and, if necessary, revised due to any fall in or addition to the total strength. The rooms and blocks are to be numbered.

(C) GROUPS AND DUTIES

Work should start with formation of several committees. In camps for social service it is desirable to associate local people with the general Camp Committee as well as with various sub-committees, people like the Head Master, the Secretary of club, the village Head man, and others.

The entire strength of the camp is to be split up into groups, each with one in-charge. It is a sound principle to do things by rotation of groups, and to take up the bigger arduous tasks all together, only one or two types of work like conducting drill being permanently entrusted to one or two hands. The duties of the various sections should be explained: Orderly work, looking to orderliness and sanitation; Messing and Store, looking to marketing, menu, cooking, cleaning, serving; entertainments, looking to arrangement of games and Camp Fires; cultural work, looking to arrangements of lectures, Discusionss, Dramatics, library Music, and dance; social service, looking to manual labour, adult library and so on. There should be perfect co-ordination among the groups, and the spirit of oneness in the camp. If there be people speaking different languages they should be mixed up in the groups, for better exchange of views.

III. Management

(A) OFFICERS

For smooth running of the camp it is necessary to have the following officers to supervise the activities: (1) The Chief Camp Officer, whose decision is final in all matters, (2) Chief Administrative Officer, responsible for general comfort, commissariate arrangement, and accounts, (3) Chief Programme Officer, to draw up daily programme and ensure its observance in details, (4) Health officer, to look to lay-out, sanitary and medical affairs, and (5) Public Relations Officer, looking after publicity and public contact.

(B) DAILY REGISTERS AND RECORDS

A daily attendance register is to be kept at the morning jerk. Non-attendance should be enquired into. This roll-call helps the Mess Committee in preparing the requisite number of meals and in making special arrangement for the indisposed.

The daily programme and allotment of duties are to be prepared the previous evening and announced in the morning. There should be variations to avoid monotony and to suit local conditions. Here is a specimen:

15. 5. 55

4·30 Bugle call or morning bell (school bell may be used) for rising and getting ready.

5·15 P. T. or Morning Jerk.

6·00 Breakfast.

6·30 Manual labour.

9·00 Lectures, Discussions.

11·00 Bath. wash.

12·00 Lunch.

1·00 Rest.

3·00 Lectures, Discussions or Social Service.

4·00 Tea.

5·00 Sports.

7·00 Camp Fire.

9·00 Dinner.

10·00 Lights off.

Orderly Duty : Group 1.

Mess Duty: Group 2.

Recorder : Group 3.

Entertainments : Group 4.

Sunday : Hiking.

Each camper should submit a daily report of his activities. Recorders should maintain a record of the camp's work and synopses of lectures delivered.

(C) DISCIPLINE

A set of standing orders or rules regulating conduct of camp life should be framed, keeping one eye on internal discipline, and the other eye on ideal public relations, to avoid friction with the local people, who are not unoften suspicious of the batch of urban youths suddenly appearing in the heart of a village. Here are some rules : (1) Political talks and discussions are to be strictly prohibited. (2) Daily programme is to be punctually observed. (3) Campers are not to indulge in criticism of one another, even in jest. (4) No camper should go outside or make any local purchase, without permission. (5) No campers should bathe in or roam about any tank not reserved for them. This may lead to complaints from the local people. (6) Lights off should be strictly observed, and campers must not indulge in loitering and gossiping after light off. (7) Care should be taken to avoid damage to school properties, like benches, chairs, platforms, trees, fruits. (8) Smokers are requested to take precaution against fire, particularly from burnt ends of cigarettes. Straw used for matting on kutcha floor may easily catch fire.

IV. Entertainment

(A) GAMES AND RECREATIONS

The games and recreations must not appear dull and forced, but should be varied by exercise of imagination.

Drill : P. T., Bratachari.

Games : Foot ball, Basket ball, Volley, Tennicoit.

Local games of a folk type. Organization of competitions with local teams will create interest.

(B) CAMP FIRE

The peak of the day's programme and the expectation of all is the evening Camp Fire, provided ingenuity makes it interesting. It can not only create opportunities for self-expression, discovering talents in apparent recluses, but may provide a lot of fun with music and dance, religious bhajans and comic sketches, and stunts improvised in all fashions.

(C) HIKING

Hiking undertaken in a camp may well be maintained in normal academic life. It is a boon to the younger generation to appreciate beauties of Nature. There are unexplored beauty spots in our familiar surroundings, even in the midst of a congested city like Calcutta and its industrial suburbs, e.g. a big old banian tree, a lovely lone spot, a sunset in the docks. Hiking is inexpensive, requiring no equipments or special training ; and it may be carried on in all seasons of the year. The ideal Hiking party should be small in number. Organization of Hiking in the neighbourhood of our institutions is to be accepted as a co-curricular activity, a part of education.

V. Closing

(A) DUTIES BEFORE DEPARTURE

All dug-well or trench latrines, soakage and refuse pits should be filled up before closing the camp. The buildings used and the grounds should be thoroughly cleaned. All furniture, utensils, implements requisitioned locally should be returned with thanks to respective lenders.

A small rear party should be left over to complete these arrangements before departure.

(B) TESTS

On the last day there may be a test of physical fitness of the Campers, including usual atheletic events like racing, as well as a few

simple tests in observation and presence of mind, such as questions on topographical details. These provide plenty of interest and fun.

VI. Utility

(A) RELAXATION

The Indian student is too seriously devoted to his studies. A series of examinations always hang heavy on his mind like a nightmare. He should be asked to relax occasionally. Camps, like sports, broaden chests and outlook as well, give outlet for the emotions of youth, provide an escape valve for surplus energy, satisfy desire for worthwhile things, and above all keep alive the spirit of adventure. These afford excellent opportunities for building the body, spirit, and character of the young folk.

(B) DISCIPLINE—TRAINING

Student discipline in India is notoriously weak, weakened further by being misled into politics. The slightest stiffness in a question paper, and the examinees leave in a body, break down furniture, beat invigilators, and take the law in their own hands. The Press here has not so far played a very honourable role. Instead of giving prominence to publicity of spectacular outbursts of student indiscipline, the Press should discharge its duty towards society better by condemning these anti-social propensities. Total indiscriminate censure of the entire student community for indiscipline will, however, breed mistrust and give rise to dissension. We must enquire into the root cause of the frustration and failure of students to develop a social conscience. We teachers, educational administrators, and leaders should shake off our indifference and callousness in the matter, and come forward with a positive programme to equip our students for the responsibilities of democratic leadership.

Camps, run with a religious zeal, foster the spirit of discipline. Youths, notoriously turbulent in the class room, have been found behaving in the most docile manner in the Camp.

Maintenance of morale in the Camp is to be tackled delicately on the psychological level rather than as a matter of discipline. Personal management in collective civil life is more difficult than in the army, where there already exists a favourable background of discipline and leadership. The discipline imbibed in the Camp is not of fear but of faith. Fear is abhorent, faith is absorbed unconsciously and goes deep. It is not the taboo against a particular mode of conduct, but the realization of a way of life appreciated by society : a positive and pleasant

approach. The natural human urge to belong to a community is exploited in youth in games and camps. Something like *Espirit de Corps,* in the Regiment, may be developed.

(C) CO-OPERATION AND RESPONSIBILITY

Camps enable the individual students to co-operate and this is an essential part of education for social existence. This training can be had not by listening to lectures but only through collective "doing", as in the activities of the camp And coming face to face with the problems and achievements of this vast land of ours, the student folk are filled with a sense of responsibility and confidence for the future.

(D) PERSONAL CONTACT AND COMMUNITY LIFE

The Camp brings personal contact—among the youths themselves between teachers and students, between urban and rural people—to the level of actual living. Particularly valuable is the benefit derived from the community life—all living, planning, and working together with a harmony of thought and movement. The camp not only supplements but gives a touch of reality to education, by creating an atmosphere of service and excursion, turning work into joy.

Some Current Issues in American Education

Dr. Frank Snowden

The tenor of American thinking over the years has demanded that we try to educate the *many* as well as the *few* at all levels of education, including higher education. Education of the *many* has been regarded as noble an enterprise as the education of the *few*. Of the less gifted students a recent report of Harvard University had the following to say : "They are as worthy and as valuable democratic citizens as anyone else. The problem is to educate them by exactly the same ideals of schooling as anyone else, yet by means which shall be as meaningful to them as are more abstract means to the more abstract-minded."

The acceptance of such a philosophy means statistically that in the U.S. approximately 50% of the 16 year-olds are enrolled in full-time education and that the enrollment in colleges and universities includes almost 30% of an age group ; that the current enrollment in colleges and universities is approaching the three million mark and, it is estimated, will involve almost seven million students in 1970. The problems posed by such a situation are many. One of these problems is to improve what we do both for the able and the less able students and at the same time, in our efforts not to neglect either group. There has been much concern in the U.S. about the possible handicaps which the application of this doctrine brings to the intellectually able student. In spite of criticisms, however, few American educators would insist that we abandon our goal of providing free public education at least through American years of schooling. In fact, we are witnessing an extension of this doctrine in renewed efforts to explore more fully means of indentifying those capable of profiting from higher education and of enabling these to continue their studies.

Experimentation is currently directed to devising means of changing traditional educational procedures which will enable and encourage each individual student to pursue his education with maximum efficiency and effectiveness. Although the importance of recognising the individual differences of young people of similar age has been widely recognized; many conventional academic practices have militated against the development of these individual talents and capacities.

The grade system, for example, of six years of elementary school, three of junior high, and three of high school and four of college, whenever efforts to accommodate individual differences have not been made, has resulted in a chronological lock step which treats students of similar age as if they were all alike and has handicapped the ablest students for whom the academic pace is too slow, and the curriculum lacking in challenge. Increased attention, therefore, is being given to the educational needs of the ablest students. Advocates of such practices have discovered that the provision of better opportunities for the ablest students has revealed more submerged ability than was suspected and has upgraded the tone and performance of entire institutions.

Experimentation has included the following approaches designed to enable carefully selected students of high academic promise to abandon the traditional educational lock step and to complete their education at their own best pace by accommodating the wide differences in ability, interests, and maturity that prevail among young people of similar age.

One project has involved the collaboration of a public school system and the faculty of a neighboring college in a city-wide program designed to indentify exceptional students early in their academic careers and to enrich their educational opportunities. "And the search for exceptional students in this project includes a concern not only for students of unusual intellectual ability but also of exceptional creative talent in art, music, mechanics, writing, dramatics, and leadership." Nearly all of the high school students, thus identified, who have participated in enriched high school curricula and seminars with opportunities for independent study have gone to college and profited immensely from their enriched opportunities.

Other projects have planned a four-year sequence, the last two years of high school and the first two years of college, as a continuous whole in which there is steady intellectual growth and an elimination of time often wasted on repetition. These projects have demonstrated that able high-school students are capable of pursuing a much more mature program of studies, in some experiments the equivalent of college-grade work in high school, than under the traditional curriculum and have suggested new curricular arrangements under which an able student could complete the eight conventional years of high school and college in seven, perhaps six years.

In another experiment, a different approach was employed. This program recognized that many high schools are not equipped to offer

their ablest students college-level work and that even if they were so equipped, certain students would profit more by entering college earlier than usual than by remaining in high school. Hence, students who were judged, on the basis of certain criteria, to be ready, both academically and in terms of personal maturity, to enter college were permitted to enroll in college under certain experimental programs after they had completed two years of high school.

Some of the results of this experiment have shown that (1) all praticipating colleges consider the experiment successful ; (2) academically, all experimental groups outperformed their classes as a whole and their comparison students ; (3) the individuals experienced more initial difficulties in adjusting to campus life than their older comparison students, and most of these difficulties were minor and were soon overcome ; (4) in all but a few cases parents and principals expressed themselves as favourably disposed toward the results of the experiment ; (5) early admission to college in some instances freed the participants from the boredom of an unchallenging high school environment and gave them new intellectual momentum and enhanced their social and emotional maturation ; (6) in the first two groups to graduate from college, the proportion planning to continue their education in graduate schools was substantially higher than that among their comparison students ; (7) 11 of the 12 participating colleges here incorporated the early admission idea into their regular admission policy.

As a part of current efforts to explore more fully means of tapping latent talent among youth, more study is being directed to the education of the segregated, the desegregated, and other culturally deprived groups.

Before developing this point, however, I should point out that prior to the May 17, 1954, Supreme Court decision on racial segregation seventeen Southern states and the District of Columbia required Negro and White children to attend "separate but equal" elementary and secondary schools. The separate facilities provided were seldom, if ever, equal. In the years before the May 1954 decision the Court had been moving away gradually from past decisions and had been chipping at the "separate but equal" doctrine. In other words, although the Court had modified considerably the original 1896 ruling which established the "separate but equal" unconstitutional *per se.* In that year, however, the Supreme Court unanimously outlawed racial segregation in public schools and in a subsequent unanimous decision (May 31, 1955) ordered, 'good faith compliance" with the decision "at the earliest practicable date" and made the lower Federal courts guardians in the enforcement of this

order as to whether good faith was being practised by school authorities. This decision, a milestone in the history of American civil rights, meant that the "separate but equal" doctrine which had been accepted as legal doctrine for 58 years was declared inconsistent with the fundamental equalitarianism of the American way of life and had to be abandoned. A glance at developments in education in the South since May 1954 may be helpful in examining current trends in educational integration of whites and Negroes. The picture is varied, with shades of white, gray and black. When schools opened in the fall of 1954, less than six months after the original decision, the District of Columbia, Delaware, Maryland, West Virginia and Missouri were moving toward full desegregation. A year later, Kentucky, Oklahoma and a part of Texas began desegregation. Most states effected desegregation without incident; others, however, with violence as in Clinton, Tennessee. Some began integration with high school or the first grade; others with one stroke throughout all grades. In the Deep South—South Carolina, Georgia, Aalbama, and Mississippi—strong, organised resistance and a wave of repressive pro-segregation sentiment developed, and in this area there are still no integrated *public* elementary or secondary schools. (Private and parochial schools.) One of the most impressive examples of successful desegregation has been the admission of Negroes to formerly all-white colleges and universities in the South. And the transition in every instance was unmarred by a single serious incident. The Deep South, however, still enforces complete segregation in state-supported colleges and universities.

Studies, therefore, are being encouraged to determine more precisely what racial discrimination has done and what measures are necessary to correct the damage resulting from a segregated environment and to quicken the full participation of the Negro in the cultural aud educational life of the Nation.

A recent study, made possible by a grant from the Fund for the Advancement of Education, points out that the richest yield in the search for potention ability is to be found among economically, culturally, and educationally deprived groups, particularly if it is possible to indentify the able in these groups before they reach high school. Some of the important conclusions appearing in this study, *Blueprint for Talent Searching* are these ;

(1) Perhaps the most overlooked among the under-educated are such groups as Negros, Puerto Ricans, Mexican-Americans, American Indians, rural or migratory workers, and many others of various ethnic origins who are in the lower social and economic levels.

(2) The largest and, therefore, potentially the most fruitful of these under-educated groups is the Negro.

(3) More research should be devoted to the development of non-verbal, less culture-biased tests which, it is hoped, will have better predictive values for culturally deprived groups than tests currently used.

Earlier in my discussion I had occasion to mention the great influx of students expected in colleges and universities in the U. S. within the next ten or fifteen years. Conservative estimates indicate that enrollments in higher education will be doubled within this period. If we maintain present faculty-student ratios, it is estimated that approximately 500,000 new college teachers will be needed between now and 1970. A crucial problem within the next decade, therefore, will be a critical shortage of teachers. For, unless we meet the challenge and opportunity presented by this situation to devise more effective ways of assisting students to educate themselves, we shall be confronted with onerous academic workloads and a consequent loss in the quality of instruction and scholarship.

One solution to the problem would be to limit enrollments. The American tradition, however, of making educational opportunities available to everyone and of encouraging more years of schooling is now widely accepted. Furthermore, state institutions for the most part cannot refuse admission to eligible students who have graduated from an accredited state high school. At a recent conference of President Eisenhower's Committee on Education beyond the High School, there was substantial agreement that the scope of education beyond the high school should be limited only by the educability of the people and that there should be more and more education for all who can profit from it, without any arbitrary restrictions relating to age, sex, race, creed, class or section.

Additional sources of potential teaching personnel and the more effective use of teachers, therefore, are frequent subjects of discussion and study.

If competent indviduals are to be attracted to the teaching profession in larger number, it is agreed that efforts must be exerted to educate the citizensry as to the needs of the profession so that the public will understand more fully the role of the teacher in society and will demand higher salaries for teachers and more benefits such as disability, group health and hospital insurance, time for research, etc. Present retirement regulations are being reconsidered. Possibilities in the area of new types of exchange with foreign universities are being explored. In

the past resources made available by exchange programs have been regarded primarily as making it possible for scholars as individuals to pursue their own studies, with benefits to themselves and to their own scholarship and less directly to institutions. The values of this kind of exchange are recognized. That there should be no diminution in these values is also granted. At the same time, however, in light of the mutality of interests between many foreign and American universities, attention is being given to types of exchange which would enrich course offerings and research activities and in other ways contribute to the development of institutions in America and abroad.

Many promising experiments are being conducted for using available teaching resources more effectively without diluting the educational experience for individual students and the quality of education and without impairing the teachers' ability to continue his professional growth. A consideration of some of these experiments will give some indication of trends in this area of higher education.

Several plans place a larger responsibility on the student for his own learning. The aim of these plans is to reduce the facultywork load for a given number of students and to promote the students' growth in independent thinking and judgment. In the past so-called "independent study" has been restricted to honor students. Colleges are experimenting now, however, with permitting average students to undertake independent work, assisted by a prepared syllabus of special instruction in the use of the library. In such programs senior students are used to lead student groups, with faculty members present less frequently.

Other proposals have examined the use of non-professional assistants to relieve the load on professionally educated faculty members. These non-professional assistants include graduate students, superior under-graduates or qualified persons in the community (housewives, retired foreign service personnel, foreign students or students who have studied abroad to help in language laboratories, etc.) who are available for part time employment. In the use of these assistants, consideration has been given to the kind of training which they should receive and to the types of work they can do to be of maximum help to regular professional faculty members, e.g. assistance in research of faculty members, grading papers, compiling library lists, helping younger students in seminar groups or in laboratories.

Basic revision of the curriculum to eliminate non-essential courses and to avoid duplication and overlapping has provided another approach to the problem of meeting the expected shortage of teachers. Proliferation of courses, divisional rather than departmental organization of

curricula, independent study for students who want specialized work which it would be unreasonable for an institution to attempt to provide, inter-institutional cooperation, elimination of some detailed laboratory work and replacing it by a combination lecture and demonstration—some of the approaches—

The use of television and films has been included in recent experiments designed to extend the influence of superior teachers. Although it is obvious, for example, that a lecture over television or a film can reach a much larger audience than the largest auditorium, the advantages and disadvantages of this medium need to be explored more thoroughly. The telecasting from graduate and special research laboratories of demonstrations not otherwise available, the suitability of subject matter for these media, the kind of supplementary instruction needed to give students immediate contact with a professor are some of the problems which are being examined in this area of experimentation.

Traditional arrangements of class time and of the conventional academic calendar are being questioned, with a view to determining if an institution can accommodate more students without increasing the faculty in proportion to the increase in student body. Alternating periods of study, for example, on and off campus by some students would increase the number of students who can be taught without overloading the faculty. It has been proposed, for example, that the early weeks of a course or the first semester of a year might be spent in lectures or discussions designed to make clear to students the kind of problems to be examined and to illustrate the ways that students can find solutions. The students would then spend several weeks or even a semester working independently and would finally meet again in conference in which their work would be submitted to the criticisms of their colleagues and instructors.

A recognition of the interdependence of the peoples of the world, a sympathetic understanding of the culture and peoples that constitute the international community, a development of a sense of individual responsibility for fostering peace and international understanding—are all obviously significant in our times.

Although American education in the past has *not* neglected education for such purposes as those just cited, today our educators are convinced that we must educate more *deliberately*, more *directly*, and more *systematically* for a world view, a global vision, and international-mindedness. A glance at some current efforts in the area of promoting international understanding at the college and university level might be of interest.

Interchange of persons has proved to be one of the most effective means yet devised of dispelling international misunderstandings. The number of foreign students in the U. S. and American students abroad increases yearly—in the 1930's there were almost 7,000 foreign students in the U. S. ; up to the end of World War II there were never more than 10,000 foreign students in American colleges and universities ; in 1955 there were approximately 36,500. The increase has been greatest among non-Western countries. Only 10 to 15 students, for example, came from India each year before the war whereas now some 800 study in the U S. each year. The majority of the foreign students were from Asian countries, a trend that started in 1920.

The influence of foreign students in the life of our colleges and universities has been great. There is every evidence that these students, present in almost every college, contribute significantly to the education of our students in world affairs. To assist these students with their problems during their visit to the U.S. organizations such as the Institution of International Education, The National Association of Foreign Student Advisers, and the YMCA's Committee on Friendly Relations Among Foreign Students have been formed.

The American academic community is studying methods of enriching and deepening the values inherent in this exchange and of increasing the understanding on the part of the visitor and visited alike. Aware of the cooperative nature of the exchange process and the mutuality of interests between American and foreign scholars, the academic community lays stress upon the obligations of American scholars as hosts to foreign scholars as well as upon the need for more opportunities for deepening the experiences of Americans while abroad.

Some of the questions to which attention is being given in this area are the following ; (1) How can means be provided to ensure that foreign students from less privileged economic as well as the more favored groups in other countries have the opportunity to visit the U.S. ? (2) To what extent can the content of orientation programs for Americans going abroad and for foreign visitors to the U.S. be improved ? (3) How may visiting scholars be assisted in learning about the underlying, as distinct from the visible, characteristics of an educational system ? (4) Are universities providing adequate assistance to foreign scholars in understanding aspects of a culture other than those directly connected with educational experiences ? (5) Should an attempt be made to maintain relationships between universities and foreign scholars after the period of exchange ? (6) Should a systematic effort be made to collate the experience of "exchange alumni"?

Opportunities which have been provided for foreign scholars to discuss (at the end of a stay in the U.S.) the fundamental problems of American education have proved valuable and have suggested the planning of similar conferences on other aspects of American society. Discussions with foreign scholars have not by any means been limited to American problems. A few years ago, for example, Fulbright scholars from many countries met with leaders in American higher education; under the auspices of the Carnegie Endowment for Peace and a group of learned societies, to "explore purposes and trends in university education; to develop a better understanding of the common elements and differences among universities in various parts of the world; and to appropriate means for improving international communication among university administrators and scholars on a continuing basis."

In discussions of purposes and trends in university education in many parts of the world, the assembled scholars who pooled their knowledge not only gained a considerable understanding for their own educational system but also directed attention to important issues such as these: problems arising from increased enrollment; the task of expanding and developing higher education; the difficulties of changing attitudes such as contempt for manual labour; unemployment among university graduates; the tendency for research, under state influence, to become more and more directed to various fields in which the state happens to be interested at a given moment; the need for cooperative community action and for greater university participation in the community; the university's responsibility for the more effective preparation of its graduates for understanding the world in which we live.

Education for international understanding is deemed of such importance as to require not only the attention of the relatively young pupil but also the mature and serious consideration of the college student. For, if college and university graduates do not become active responsible citizens, the loss to society is too great. Hence, our colleges tend more and more to require for *all* students at the college level; *regardless of vocational or professional interests*, a program of studies designed to develop an understanding of important national and international issues and an appreciation of civilizations radically different from their own. Although there was a tendency in earlier years to concentrate such required studies for the *non-specialist* in the first two years of college, more and more consideration is being shown to the distribution of these studies throughout the four years of the college curriculum. (Fundamental Human Rights, Major Problems in Contemporary World Politics, International Relations, Origins of Modern Totalitarianism, History of

Russia, History of Far Eastern Civilization, Introduction to the Civilization of India).

In the past general education courses for the non-specialist, like much of Western education, were concerned in general with a world almost wholly classical and Western. Recent developments, however, promise to give future generations of students in the U. S. a more adequate understanding of non-Western culture (Non-Western Literature, Living Oriental Religions, The Representations of Nature in European and Asiatic Art.)

Last year I had the good fortune to be chairman of a panel discussion, conducted under the auspices of the Association for Higher Education, which was concerned with this topic : "What will be the implications for higher education curricula of America's new role in world affairs ?" The problem of our discussion, as stated by the analyst, was the dual one of finding improved educational means whereby more Americans may be rendered capable of giving useful assistance to other nations when invited to be so, *and of learning from other cultures whatever we can that will improve our nation.* The panel addressed itself to questions such as these :

(1) Should courses be developed and teachers trained for the purpose of conveying to substantial numbers of American undergraduates, i.e. non-specialists, an understanding of countries now culturally remote from their own ? If so, how ?

(2) What kinds of specialised higher studies are available or can be developed to enable more young Americans to acquire specialised knowledge of culturally remote countries ?

(3) In a period of heavy domestic enrollments and professional demands upon faculties, can the routines and attitudes of academic institutions and faculty members be so modified as to encourage leading faculty members to go abroad as scholars or consultants ?

(4) How can scholars, students, officials, and educational institutions abroad be enlisted and involved in the various procedures and undertakings which American colleges and universities may adopt in attempting to answer questions related to the problems discussed ?

Perhaps most significant among recent steps at every educational level to broaden the geographic range of studies are changes at the graduate level. Approximately 30 programs for the study of foreign peoples are now offered in graduate schools, almost all of them introduced within the last decade. The Ford Foundation in its last report pointed out, however, that in spite of these comprehensive new programs designed to introduce Americans to foreign peoples in a new and more comprehe-

nsive way, *too little is known by too few Americans* especially as regards, Asia, the Near East, and Africa. It is for this reason that the Ford Foundation, as well as other philanthropic organizations, has lent significant support to the attempts of universities and scholarly associations to overcome this shortage of knowledge and of trained men. [Fellowships for training for young people who want to acquire a broad konwledge of one or more countries in Asia, Near East, and Africa, for the development of various specialists but also of teachers who offer instruction in established centers of foreign-area study and in *conventional courses* in the humanities and social sciences as well ; Harvard's plan ; Princeton University's Near Eastern Studies program—research and training in all aspects of Near Eastern life ; South Asia Regional studies at the University of Pennsylvania (Summer offerings alone) : Modern India and Pakistan ; An Introductory Survey ; Urbanization and Industrial Labor in India and Pakistan ; European Expansion in Asia ; Elementary Hindustani ; Second Year Hindustani ; Rapid Reading Course in Sanskrit.]

In my discussion I have attempted to present a few problems with which American educators are currently concerned. Within the time available it has, of course, been impossible to be complete in my coverage of issues which are being examined in an unprecedented ferment and conceived for the improvement of our system in every section of the country. Selection was necessary ; omissions there have been. In the discussion period I shall be happy to treat any omitted points on which I have knowledge. I have tried to show some of the important trends—trends which, it is hoped, will provide a broader base, a more thorough general education, and a more vital social outlook for future generations of students. This concern for the amelioration of the education of youth is not new. When Benjamin Franklin said "The good Education of Youth has been esteemed by Wise Men in All Ages, as the surest Foundation of the Happiness both of Private families and of Commonwealths," he was expressing the faith of Plato, whose observation is still worthy of our consideration : "By maintaining a sound system of education you produce citizens of good character, and citizens of sound character, with the advantage of a good education, produce in turn children better than themselves and better able to produce still better children in their turn."*

**Address delivered at a special meeting of members of W. B. C. U. T. A. held at the Students' Hall on the 13th. August, 1957.*

FORM IV

1. Place of Publication	10, Haramohan Ghose Lane, Calcutta-10.
2. Periodicity	Quarterly
3. Printer's Name	Prof. Keshaveswar Bose, M.A.
Nationality	Indian
Address	10, Haramohan Ghose Lane, Calcutta-10.
4. Publisher's Name	Prof. Keshaveswar Bose, M.A.
Nationality	Indian
Address	10, Haramohan Ghose Lane, Calcutta-10.
5. Editors' Name	There is no Editor, but a Board of Editors of which the Conveners are Prof. Sushil Kumar Sen, M.A. and Prof. Keshaveswar Bose, M.A.
Nationality	Indian
Address	10, Haramohan Ghose Lane, Calcutta-10.
6. Names and addresses of individuals who own the newspaper and partners or shareholders holding more than one percent of the total capital.	West Bengal College & University Teachers' Association 13, Mirzapur Street, Calcutta-12.

I, Keshaveswar Bose, hereby declare, that the particulars given above are true to the best of my knowledge and belief.

K. Bose
Signature of Publisher.

Published by Keshaveswar Bose, General Secretary, West Bengal College & University Teachers' Association, Calcutta-12, & Printed by him at The Elite Press, 10, Haramohan Ghose Lane, Calcutta-10.